

CANADIANA

MAY 14 1990


PROPOSED CHANGES TO THE PROVINCIAL ACHIEVEMENT TESTING PROGRAM

Questionnaire Results

March 1990



Alberta
EDUCATION



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PREFACE

Alberta Education is pleased to share the results of the May, 1989 questionnaire on proposed changes to the Achievement Testing Program.

We received a good response to our brochure on the proposed changes and wish to thank the many educators, parents, and members of the general public who responded. Special thanks are due the individuals who took the time to share their detailed comments in writing.

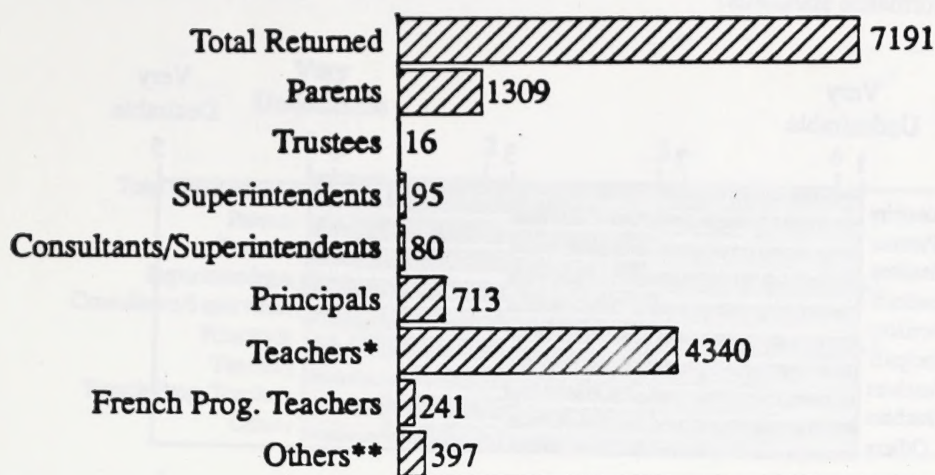
The Student Evaluation and Records Branch has carefully studied the views expressed in the returned questionnaires and letters; the information gathered will be very valuable as we chart the future of our Achievement Testing Program. We look forward to continuing dialogue with educators, parents, and other members of the public on this and other student evaluation issues.

It is our goal to provide the highest quality information about student achievement in the form most useful to teachers and school administrators. We believe that we can best realize this goal through our partnership with those individuals who work most closely on a daily basis with the students of this province. If you require further information or speakers on the Achievement Testing Program, please contact Mr. Dennis Belyk, Assistant Director, Achievement Testing and Diagnostic Evaluation Program, or me, at 427-2948.

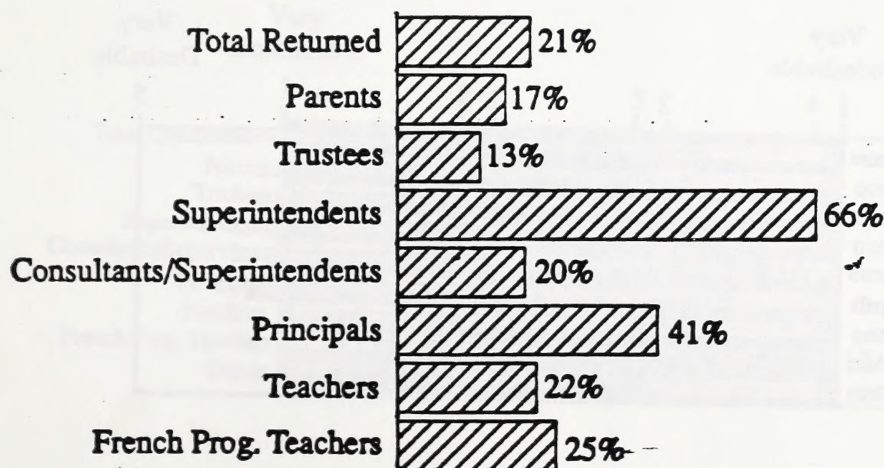


Frank G. Horvath
Director
Student Evaluation and Records

Actual Number of Questionnaires Returned



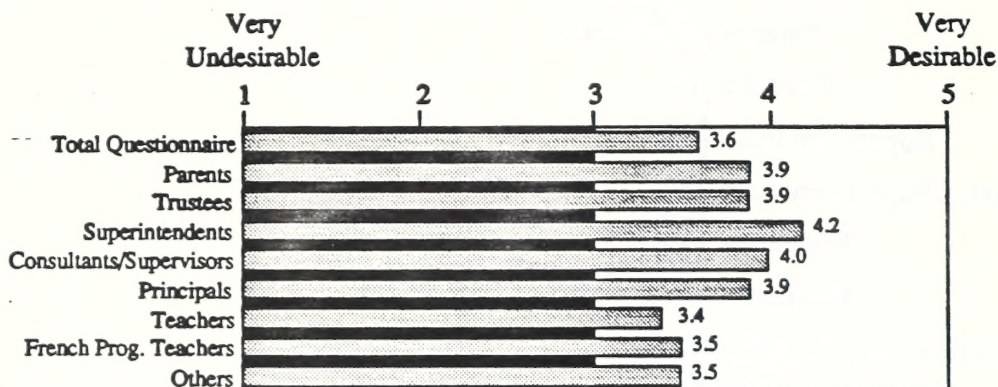
Percentage Estimate of Questionnaires Returned Compared to the Number Distributed



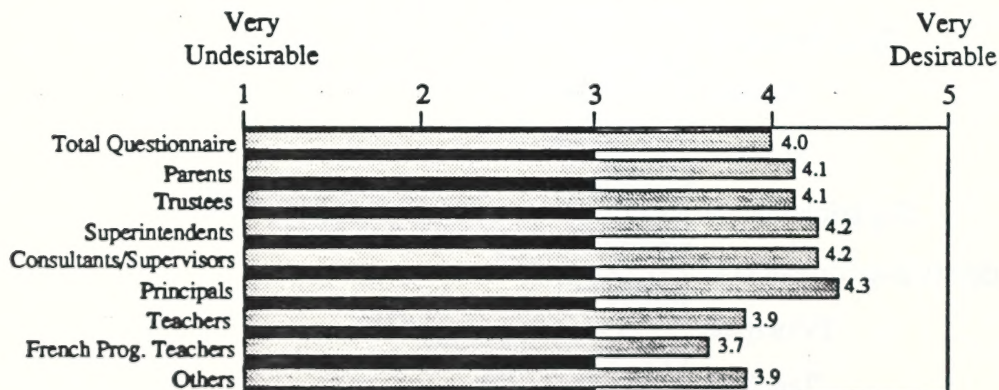
* "Teachers" results do not include French Program Teachers. These are reported separately.

** "Others" includes all questionnaires returned without subgroup identification.

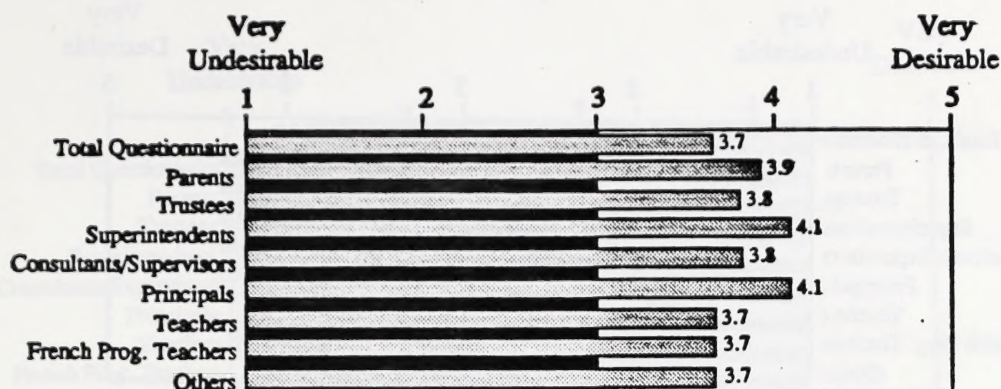
- How desirable would it be for the Alberta Education to shift the emphasis in reporting from comparing students' performance to each other, to one of comparison of students' results to provincial performance standards?



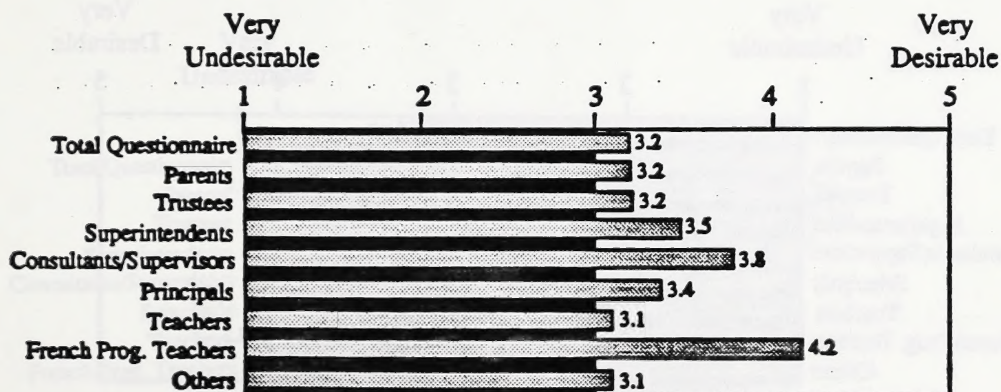
- How desirable would it be for the Alberta Education to provide reports describing an individual student's strengths and weaknesses in ways that are meaningful for use by:
 - receiving teachers of grades 4, 7, and 10?



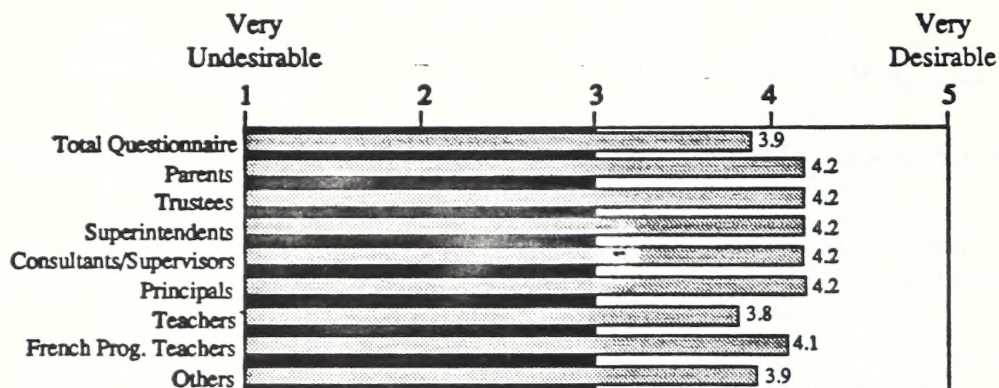
2. How desirable would it be for the Alberta Education to provide reports describing an individual student's strengths and weaknesses in ways that are meaningful for use by:
- b) teachers of grades 3, 6, and 9?



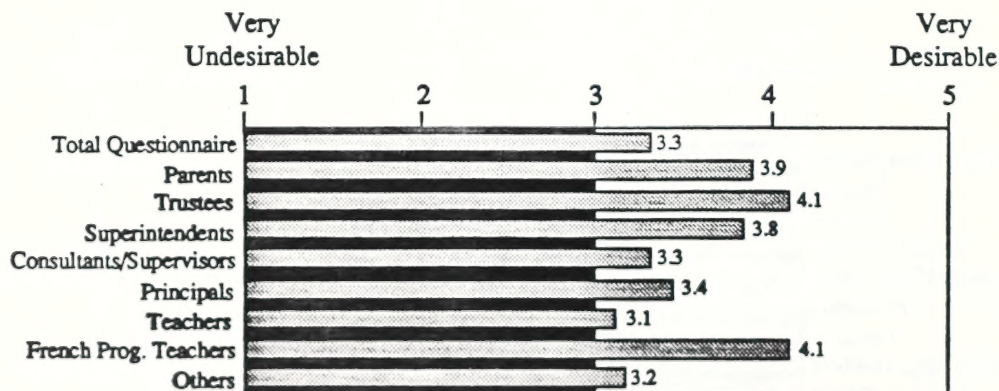
3. How desirable would it be for the Alberta Education to provide the full Achievement Testing Program in the French language?



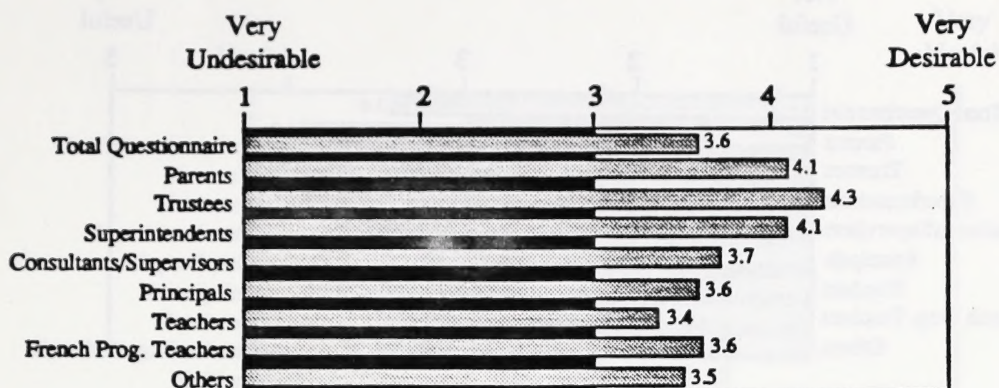
4. How desirable would it be for the Alberta Education to provide province-wide inservices to assist teachers, school administrators, and trustees in interpreting results and in making appropriate use of achievement information?



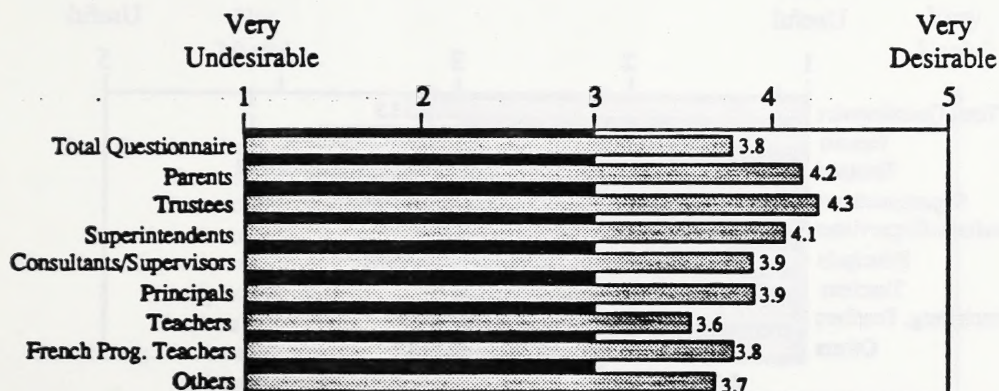
- 5a. How desirable would it be for the Alberta Education to provide information about achievement in all four subjects each year for grade 3 students?



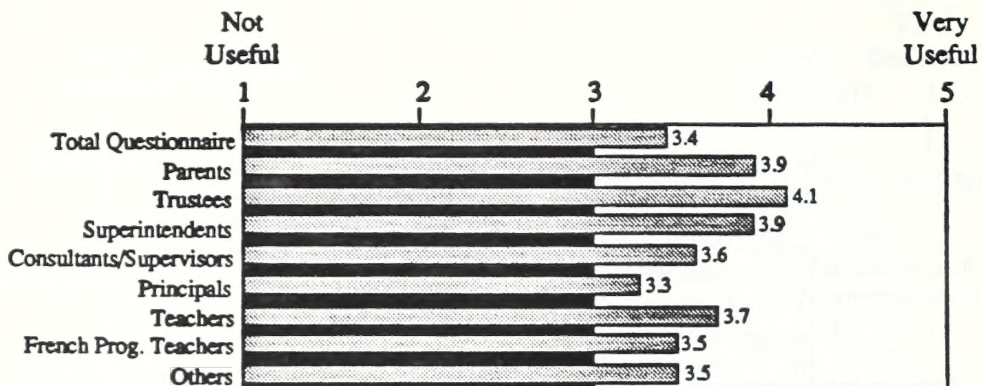
- 5b. How desirable would it be for the Alberta Education to provide information about achievement in all four subjects each year for grade 6 students?



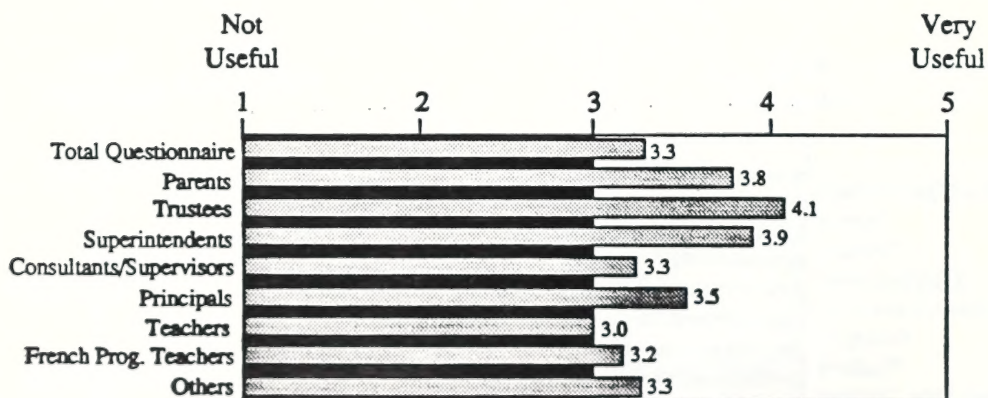
- 5c. How desirable would it be for the Alberta Education to provide information about achievement in all four subjects each year for grade 9 students?



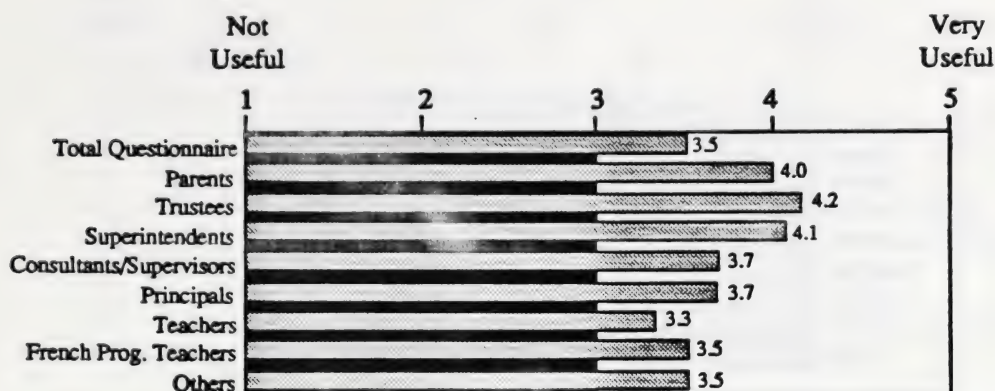
6. How useful would it be for Alberta Education to provide information showing changes in achievement over time for groups of students as they progress through grades 3, 6, and 9?



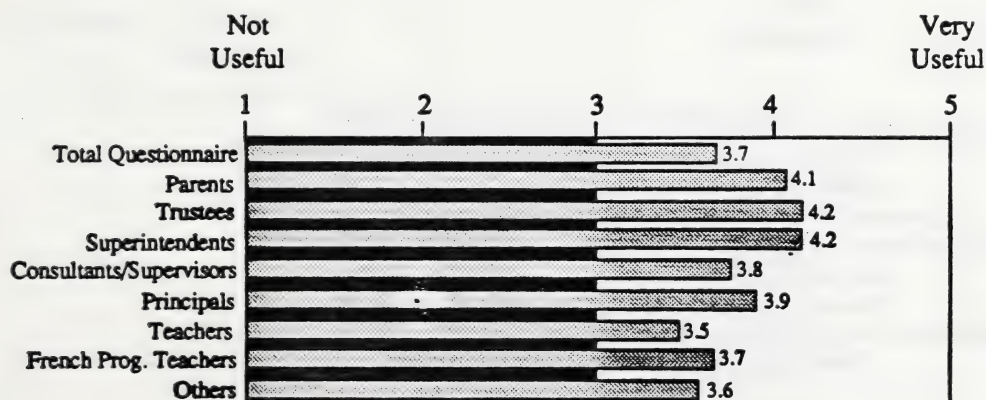
- 7a. How useful would it be for Alberta Education to provide information about achievement in all four subjects each year for grade 3 students?



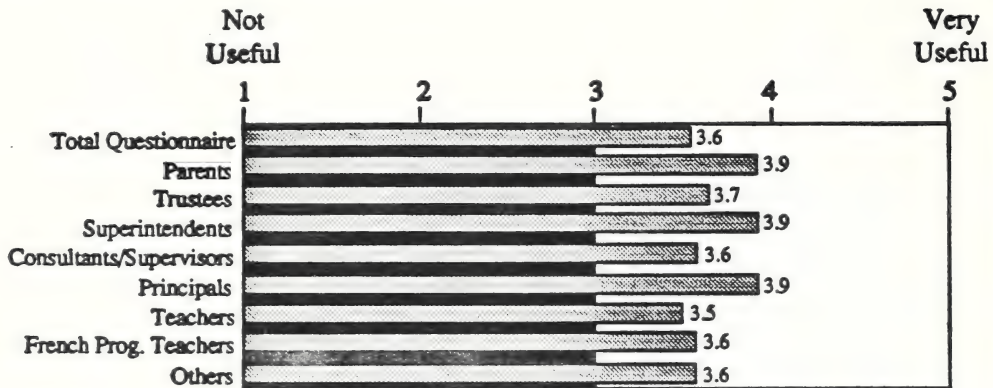
- 7b. How useful would it be for Alberta Education to provide information about achievement in all four subjects each year for grade 6 students?



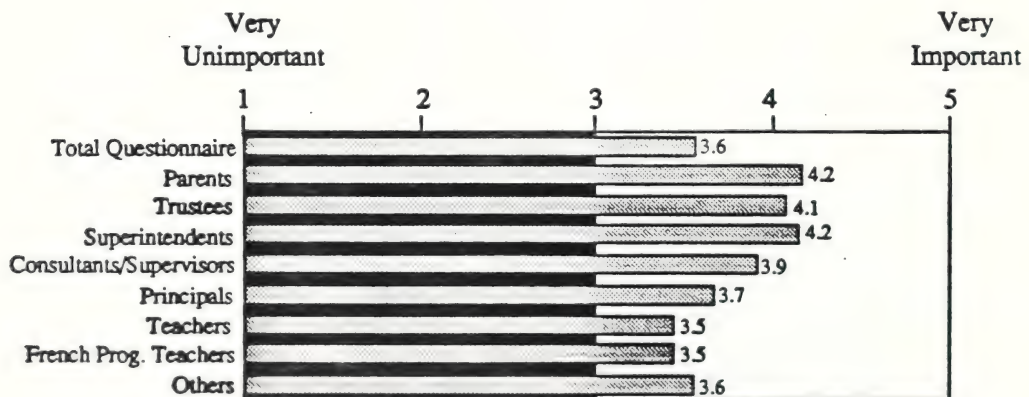
- 7c. How useful would it be for Alberta Education to provide information about achievement in all four subjects each year for grade 9 students?



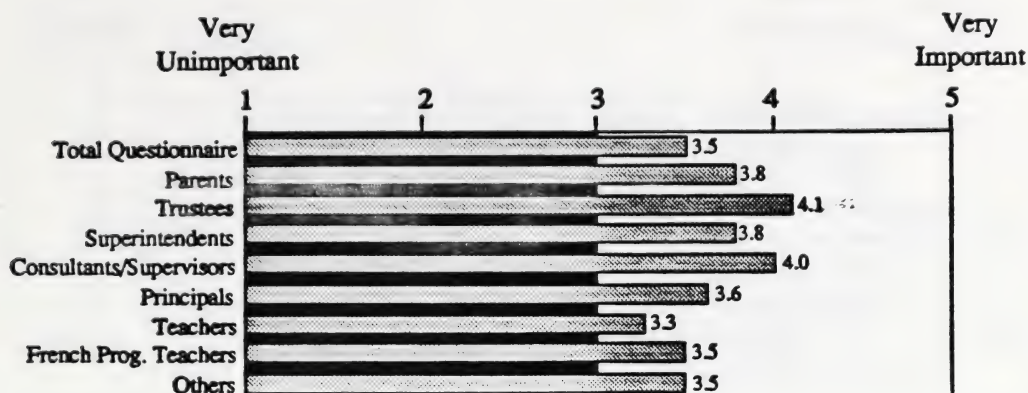
8. How useful would it be for Alberta Education to provide individual student reports in the format indicated on page 4 of this brochure?



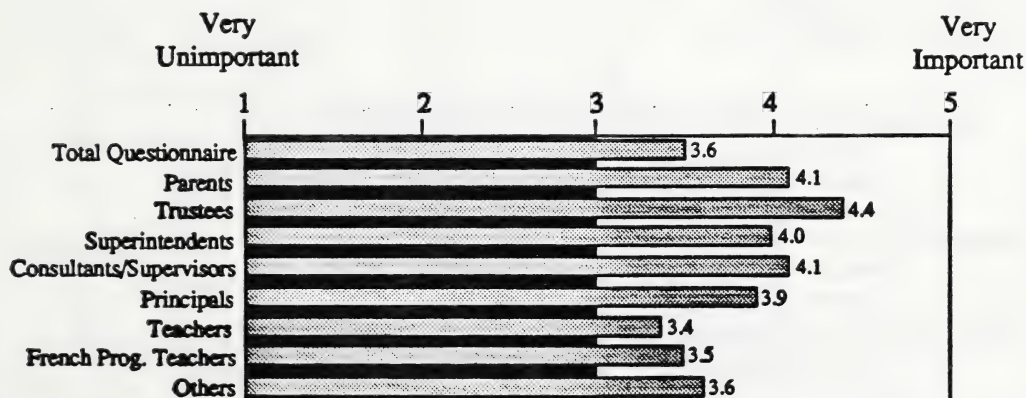
- 9a. How important would it be for Alberta Education to assess grades 3, 6, and 9 students' understanding of important concepts and achievement of skills: (in each of the core subjects)?



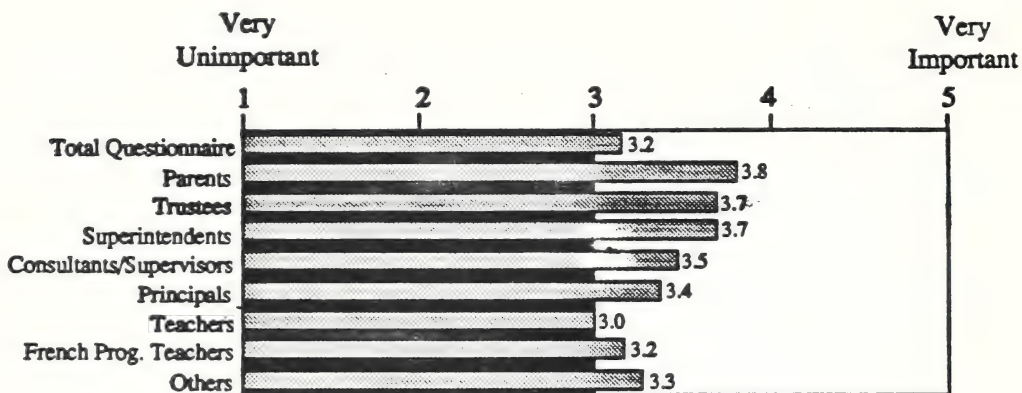
- 9b. How important would it be for Alberta Education to assess grades 3, 6, and 9 students' understanding of important concepts and achievement of skills: (that cut across core subjects)?



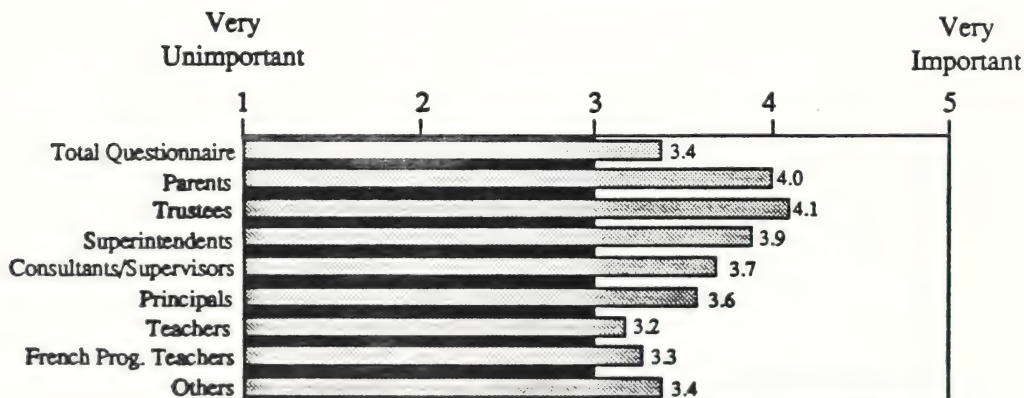
- 10a. How important would it be for Alberta Education to assess students' written communication skills in the following areas in addition to language arts: (Social Studies)?



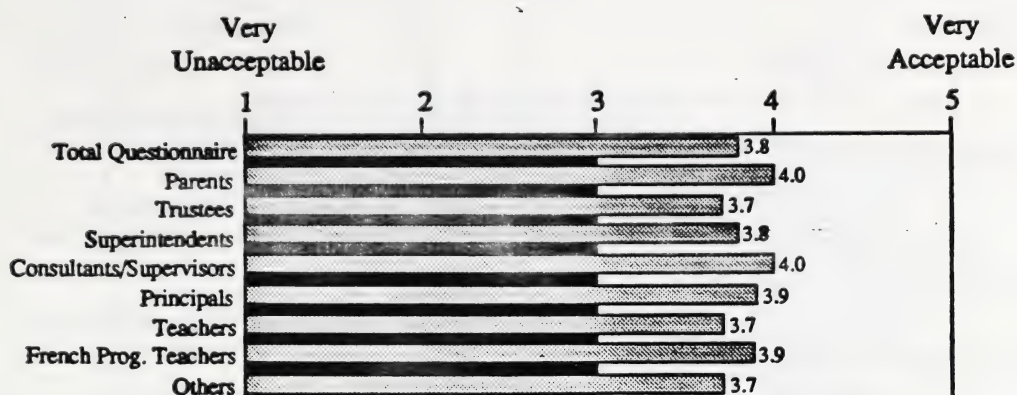
- 10b. How important would it be for Alberta Education to assess students' written communication skills in the following area in addition to language arts: (Mathematics)



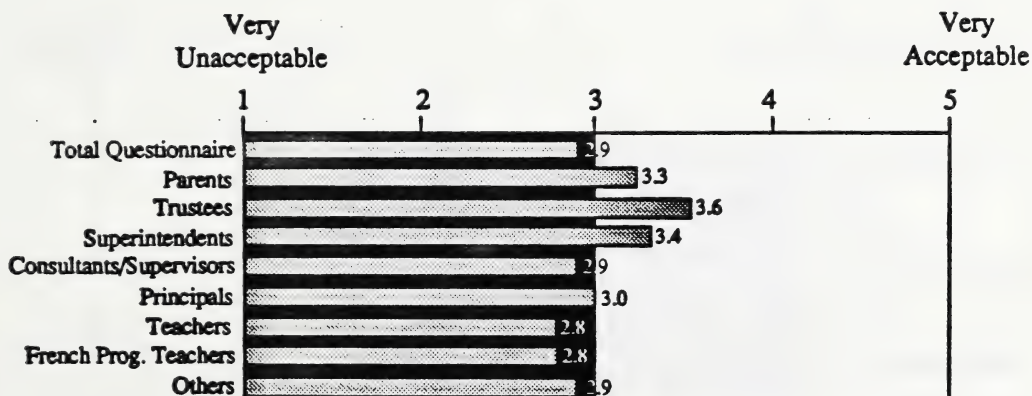
- 10c. How important would it be for Alberta Education to assess students' written communication skills in the following area in addition to language arts: (Science)



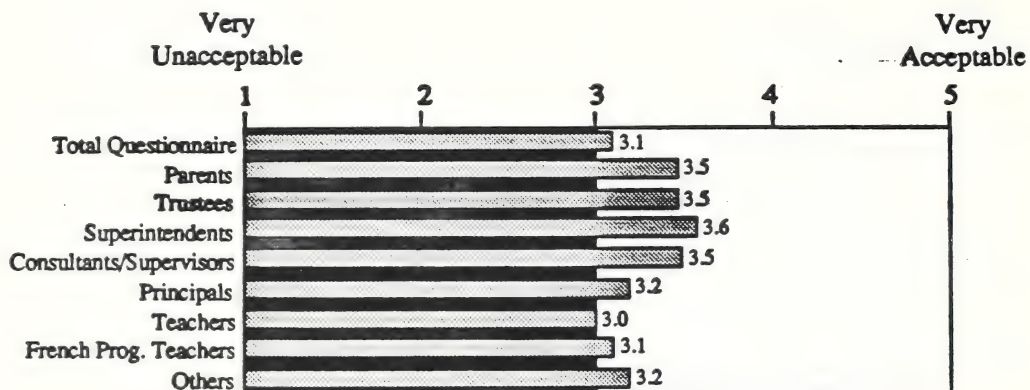
11. How acceptable would it be for Alberta Education to keep testing time to a minimum by using several shorter, equivalent test forms rather than one common long form of a test?



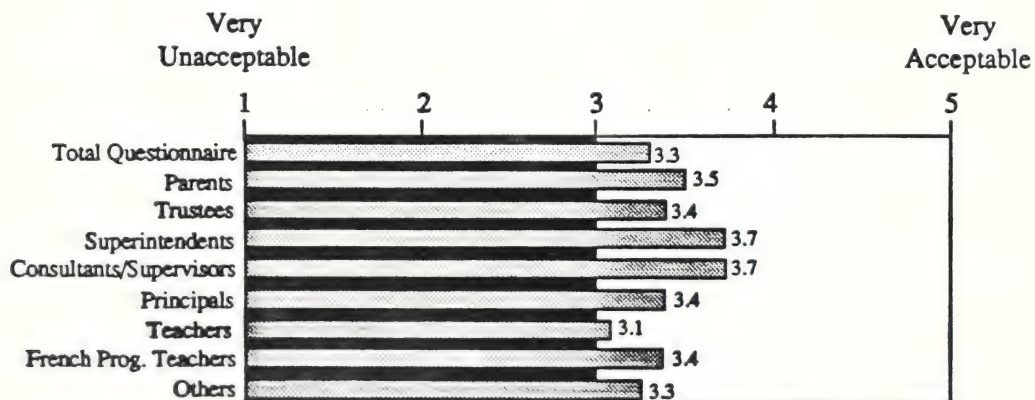
- 12a. How acceptable would it be for Alberta Education to use approximately two half-days in the third week of June for assessing grade 3 students?



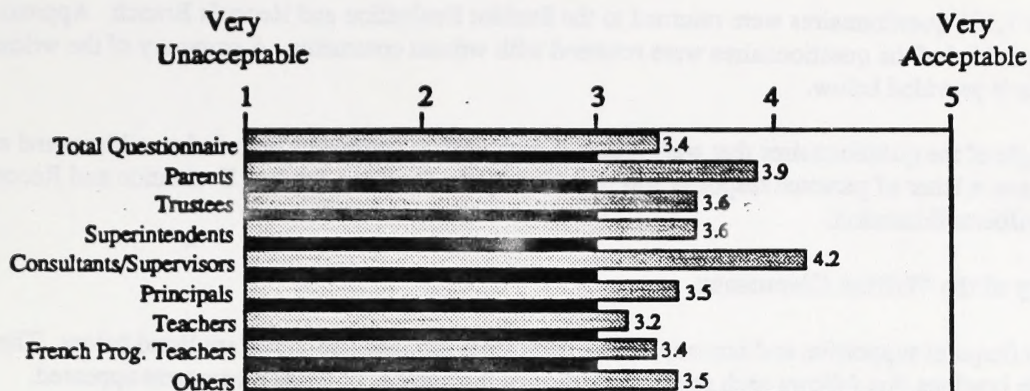
- 12b. How acceptable would it be for Alberta Education to use approximately two half-days in the third week of June for assessing grade 6 students?



- 12c. How acceptable would it be for Alberta Education to use approximately two half-days in the third week of June for assessing grade 9 students?



13. How acceptable would it be for Alberta Education to use innovative strategies, such as observation, review of student portfolios, and oral assessment, to broaden the range of student knowledge and skills assessed?



SUMMARY OF WRITTEN COMMENTS RETURNED WITH THE QUESTIONNAIRES

A total of 7,191 questionnaires were returned to the Student Evaluation and Records Branch. Approximately one-third of the questionnaires were returned with written comments. A summary of the written comments is provided below.

Thirty-eight of the questionnaires that were returned with written comments included an address and name. In each case, a letter of personal response was provided by the Director, Student Evaluation and Records Branch, Alberta Education.

Summary of the Written Comments:

The most frequent supportive and non-supportive comments for each sub-group are listed below. The number in brackets that follows each statement indicates the number of times a comment appeared.

Parents: (A total of 805 parents returned their questionnaires with comments.)

Supportive: Parents and students need more information on test results (136).

Non-supportive: Third week in June is not a good time for testing (206).

Superintendents: (A total of 38 superintendents returned their questionnaires with comments.)

Supportive: Agree with all changes in the program (8).

Non-supportive: June is not a good time for testing (12).

Consultants/ Supervisors:

Very few comments were made

Principals: (A total of 426 principals returned their questionnaires with comments.)

Supportive: Make results more meaningful; report prior to the end of June (105).

Non-supportive: Money could be better spent on inservice (40); concerns with Grade 3's too young to be tested (71).

Trustees:

Very few comments were made.

Teachers: (A total of 2,357 teachers returned their questionnaires with comments.)

Supportive: Test in all grades (70); agree fully with all changes (81).

Non-supportive: Third week of June not a good time to test (337); too much stress on Grade 3's (430).

N.L.C. - B.N.C.



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